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School-Wide Positive Behavior Support (PBIS) systems approach is a team-based process for systemic problem solving and planning. It is an approach to creating an environment within which school-based teams of educators implement change for effective behavior management. This approach is consistent with Nob Hill’s Mission Statement and early childhood best practices. Our team from NHECC went to much training to learn about this method of encouraging appropriate school behavior for our students. School-based teams apply research-based instructional and management practices. PBS systems support the concept that in order to be successful, schools must create settings and routines where expectations are understood, attainable, and positive for all involved. We, at NHECC, have set expectations for our students’ behaviors in the school hallways, playground, cafeteria, assemblies, library, bathroom and even the bus. These expectations will be taught and reinforced throughout the year using consistent language school wide. Emphasis will be on reinforcing positive behavior and providing students with the tools necessary to be productive citizens.
What is Conscious Discipline?
By Dr. Becky Bailey

Conscious Discipline is a comprehensive social and emotional intelligence classroom management program that empowers both teachers and students. It is based on current brain research and developmentally appropriate practices to provide systematic changes in schools by fostering emotional intelligence.

The system is built on three major premises:

1. Controlling and changing ourselves is possible and has profound impact on others

2. Connectedness governs behavior

3. Conflict is an opportunity to teach

At Nob Hill our NHECC staff will be using common language and strategies with our students from the Conscious Discipline approach. It will be interwoven into our already existing PBIS support system.
Ruidoso Municipal School District

Mission Statement
"Where Excellence is Expected"

Vision Statement—

The Ruidoso Municipal School District and our community believe that all children can learn. Through a positive, caring, nurturing, and safe environment, our students will develop the social, ethical, and academic skills to help set and achieve goals to fulfill their dreams.

Nob Hill Early Childhood Center

Mission Statement—

Nob Hill Early Childhood Center, in partnership with our community and families, is dedicated to cultivating a fundamental love of learning in every child.

Everyone can learn. Everyone is valuable and special and needs to be treated with dignity and respect. Everyone deserves success and a positive self-image. Everyone deserves a safe environment for learning. Everyone needs to be responsible for his/her own actions.
Ruidoso Municipal School District
Educational Plan for Student Success (EPSS)

DISTRICT TARGET AREA:  CARING FOR SELF AND OTHERS

Goal 1: All students will recognize and apply positive options to solve peer/adult relationship issues and conflicts, and demonstrate respect and responsibility for each other.

Goal 2: All students will promote appropriate behavior and be responsible for their own actions.

DISTRICT TARGET AREA:  COMMUNICATION

Goal 1: All students will improve written communication skills across the curriculum.

Goal 2: All students will improve reading comprehension skills across the curriculum.

DISTRICT TARGET AREA:  MATH

Goal: All students will improve mathematical literacy across the curriculum, with all fourth graders performing at grade level, and all RHS students complete three math classes starting with Algebra I.

All schools in R.M.S.D. are uniquely accredited by North Central Association of Colleges and Schools
At Nob Hill, we will...

Be Respectful

Be Responsible

Be Safe
School Expectations Song
Sung to the tune of "Oh, My Darlin'"

Be respectful.
Be responsible.
Be as safe as you can be.
Don't want to be stung,
Just want to buzz along,
And be the best that I can be!
PBIS REWARD SYSTEM

Each child in every classroom has coupons with the child’s name and the teacher’s name. Each coupon has 30 “flowers” which will be punched by the teacher as the child shows behavior which follows expectations.

When the coupon is punched 30 times, the child gets to bring the coupon to the office and place it in the “Honey Pot”. A drawing will be held weekly on Thursday where one name is drawn from each “Honey Pot”. These students will get to choose something from the Treasure Chest in the office.
MONTHLY AWARDS ASSEMBLY

Based on the student’s behavior and choosing to follow the PBIS Expectations of being Respectful, Responsible, and Safe, the teacher chooses the Buzzy Bee Students for the month. This is done on the Wednesday prior to the assembly so that parents can be sent notice of the child’s honor and will have the opportunity to attend the assembly. The “Buzzy Bee” Assembly is held the first Wednesday of each month. The morning Headstart/Pre-School assembly starts at approximately 10:00am and the Kindergarten assembly is at 12:00 - 12:30. Parents and families are welcomed and encouraged to attend.

Care will be taken to ensure that a number of deserving students are acknowledged while avoiding unnecessary duplication. Each student honored will receive a “Buzzing Bee” certificate along with recognition at the monthly assembly.
CAFETERIA EXPECTATIONS

Be Respectful
- Keep your hands and feet to yourself.
- Use inside voice.

Be Responsible
- Go to the restroom before coming to lunch.
- Walk to lunch line.
- Stay in your place.
- Pick up all of your trash.

Be Safe
- Stay seated and raise your hand if you need something.
- Keep your feet and legs under the table.
- Walk carefully with your tray.

BUS EXPECTATIONS

Be Respectful
- Talk to the friends beside you.
- Use your inside voice.

Be Responsible
- Walk behind your teacher on way to bus.
- Listen to the bus driver.
- Take all of your things with you.

Be Safe
- Stay seated.
- Keep hands and feet out of aisles.
- Walk down the aisles.
RESTROOM EXPECTATIONS

Be Respectful
• Use inside voice.
• Stay in your own stall.

Be Responsible
• Place toilet paper into the toilet.
• Flush after use.
• Take one push soap.
• Use 1-2-3 towel.
• Put towel in trash.
• Return to class promptly.

Be Safe
• Wash your hands.
• Walk in restroom.
• Keep water in sink.

ASSEMBLY EXPECTATIONS

Be Respectful
• Listen carefully.
• Sit quietly.
• Keep hands and feet to yourself.

Be Responsible
• Listen carefully.
• Follow directions.

Be Safe
• Walk in and out of multipurpose room.
• Sit criss-cross, applesauce.
CLASSROOM EXPECTATIONS

Be Respectful
- Share everything with others.
- Be kind.
- Use your inside voice.
- Use good manners.

Be Responsible
- Do your best.
- Listen well.
- Follow directions.

Be Safe
- Keep hands and feet to yourself.
- Help clean up.
- Use walking feet.

LIBRARY EXPECTATIONS

Be Respectful
- Use inside voice.
- Use good manners.

Be Responsible
- Take care of your book.
- Return your book on time.
- Use sticks only for finding books.

Be Safe
- Keep hands and feet to yourself.
- Help clean up.
- Use walking feet.
HALLWAY EXPECTATIONS

Be Respectful
- Keep hands and feet to yourself.
- Use your inside voice.

Be Responsible
- Use walking feet.
- Keep hands by your side.
- Walk behind your teacher.

Be Safe
- Use walking feet only.
- Hang up your backpacks and jackets.
- Pick up anything on the floor.

PLAYGROUND EXPECTATIONS (note: specific playground equipment rules follow)

Be Respectful
- Take care of school property.
- Keep hands and feet to yourself.

Be Responsible
- Keep playground clean.
- At the bell, get off of the playground equipment.
- At the whistle, walk to the wall to line up.

Be Safe
- Use equipment properly.
- Leave wood chips on the ground.
- When in line (going in after recess) face the front and keep your hands at your side. Also, do not climb on the fence where you line up.
PLAYGROUND EQUIPMENT RULES

********MONKEY BARS********

**DO**
- Take turns
- Stay in a line
- Use both hands
- Drop off bars when you get to the end

Always go in the same direction

Wait until the person in front of you is halfway across before you start

**DON'T**
- Walk under the monkey bars
- Wrestle with your feet or kick
- Get on top of the bars
- Hang upside down

********SLIDES********

**DO**
- Sit and slide down
- Take turns
- Go one at a time
- Keep moving

**DON'T**
- Stand up
- Push
- Sit at the bottom
- Climb up the slides
***************SANDBOX******************

**DO**
Sit and play in the sandbox

**DON'T**
Throw sand                     Take off your shoes
Run through the sandbox

**************SWINGS******************

**DO**
Sit with your bottom on the swing
Hold on with both hands

**DON'T**
Roll the swing to make it higher or twist the chains
Walk in front of the swings        Stand up on the swing
Swing on your stomach            Jump out of the swing
********************TEETER-TOTTER********************

**DO**

Have only one person per seat  Hold on with both hands

**DON’T**

Stand on them  Sit on your knees
Sit or Stand in the middle  Lie on your stomach

*******************CASTLES AND TUNNELS*******************

**DO**

Climb on stairs  Slide down on your bottom
Crawl through the tunnels  Share space with others

**DON’T**

Hide from teachers  Climb on top

*******************SPIDER*************************

**DO**

Lineup  Do it one at a time
Climb straight up and straight back down

**DON’T**

Hang from the bars.
Be underneath (children have bumped their heads)
Hang on the spider with your stomach on the bar.
***************BASKETBALL HOOPS***************

**DO**
- Line up
- Do it one at a time
- Take only one shot per child
- The child who shoots gets the ball and hands it to the next child
- Play only when there is an adult present to monitor

**DON'T**
- Kick the ball
- Throw at each other or at the building or the walls (or over the walls)

***************ZigZag Balance Bar***************

**DO**
- Use one at a time
- Have a spotter (teacher's discretion)

**SPORTS EQUIPMENT**
1. **BALLS** - Share - Don't tackle each other
   - Don't throw hard
   - Don't throw over or near the fence
2. **ROPES** - Use them for jumping only
   - Don't swing them around
   - Don't tie them around you or your friends
3. **HOLLAHOOPS** - Only one child in them
   - Use them only for “hoolahooping” around your waist
Dealing with Problem Behaviors

All efforts will be made by staff and teachers to teach and re-enforce the expectations listed above. In the event that a student does not follow the expected behaviors, parents will be notified of the occurrence with the following Behavior Information Form being sent home. We want your partnership in the matter and encourage parents to contact their child’s teacher for information should they receive a form.
**NOB HILL EARLY CHILDHOOD CENTER**

**Behavioral Information Form**

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**Grade: Pre K    HS    K**  
**Staff Name ___________________________________________**  
**Date________________Time_____________________________**

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**Location**

- Classroom  
- Playground  
- Hall  
- Cafeteria  
- Bathroom  
- Library  
- Bus Loading Zone  
- Bus Assembly/Field Trip  
- Office  
- Other

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**Problem Behavior**

**Minor**

- Inappropriate language  
- Physical contact  
- Defiance/Disrespect  
- Non-compliance  
- Disruption  
- Property misuse  
- Other_______________________

**Major**

- Abusive language  
- Fighting/Physical Aggression  
- Overt Defiance  
- Lying/Cheating  
- Harassment/Teasing  
- Taunting/Disruption  
- Other_______________________

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**Possible Motivation**

- Obtain peer attention  
- Obtain adult attention  
- Obtain items/activities  
- Avoid task or activity  
- Avoid Peer(s)  
- Avoid Adult  
- Don't Know  
- Other_______________________

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**Consequences**

- Time in office  
- Loss of privileges  
- Conference with student  
- Parent Contact  
- Individualized instruction  
- In-school suspension  
- Other_______________________

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**Others involved**

- None  
- Others_______________________

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**Others**

- Peers  
- Staff  
- Teacher  
- Substitute  

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Nob Hill Early Childhood Center is participating in the Positive Behavior Support efforts of Ruidoso Municipal Schools. We are excited to be partnering with our parents this year. Our school expectations, **BE RESPECTFUL, BE RESPONSIBLE, AND BE SAFE**, have been taught to all students. The information on this form will assist Nob Hill Early Childhood Center in making decisions to reteach our expectations. We are sending this form home to make you aware that your child has been counseled about this behavior. We want your PARTNERSHIP in this matter and encourage you to contact your child’s teacher for further information.

**NCR= 3  White=Office  Yellow=Parent  Pink=Teacher**
Behavioral Information Definitions for Behavior Form

Problem Behavior

MINOR
1. **Inappropriate language** - low intensity instance of inappropriate language. Examples include: name calling like “stupid”, “baby”, or saying “shut up”.
2. **Physical contact** - low intensity instance of inappropriate physical contact. Examples include: shoving, pinching, pulling hair, and kicking.
3. **Defiance/Disrespect** - brief or low-intensity failure to respond to an adult request. Examples include: talking back, refusing to cooperate, throwing tantrums, refusing to line up when told, crawling under the table and cutting in line.
4. **Disruption** - low intensity inappropriate disruption. Examples include: talking at inappropriate times, off task, wandering around, doing “own thing” regardless of others in class.
5. **Property misuse** - low intensity misuse of property. Examples include: writing/drawing on school property, scratching school property with scissors or other sharp objects, throwing manipulatives and/or supplies around the room, destroying other’s (school or personal) property, and climbing on tables, counters, bathroom sinks and stalls.

MAJOR
1. **Abusive language** - verbal messages that include swearing, name calling or uses of words in an inappropriate way. Examples include: foul language using words in a profane way.
2. **Fighting/Physical Aggression** - serious and intentional physical aggression. Examples include: spitting, stabbing, choking, throwing rocks, or endangering other’s safety by throwing objects.
3. **Overt Defiance** - doing the opposite of what the student is told to do. Examples include: disrespecting authority on all levels.
4. **Lying/Cheating** - not telling the truth or behaving in a dishonest manner. Examples include: looking at another student’s work when asked to work independently, or taking another student’s possessions/things.
5. **Harassment/Teasing/Taunting/Disruption** - serious instances of inappropriate behaviors. Examples include: inappropriate touching or gesturing, pulling down own or others’ pants/clothes, grabbing at or punching someone else’s private parts of their bodies, and public urinating.